

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

VOLUME II

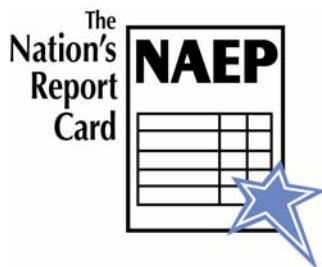
***(Supplemental Questionnaires-
Part of System Clearance Submittal
OMB# 1850-0790)***

BACKGROUND QUESTIONS

***FOR THE YEAR 2007 ASSESSMENT
(Wave 2c)***

***Student with Disabilities (SD) and
English Language Learner (ELL) Questionnaires***

**School Student with Disabilities (SD) Questionnaire
English Language Learner (ELL) Questionnaire**



June 23, 2006

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OMB Information on School Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.


A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

OMB OMB No. 1850-0790 Approval Expires 04/30/2007

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2007 Student with Disabilities (SD) Questionnaire

Cover to come from Pearson



UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state- and district-wide assessment programs either through regular assessments, including with appropriate accommodations when necessary, or through alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

Troy R. Jrlstese Ed. D.
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OUT mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

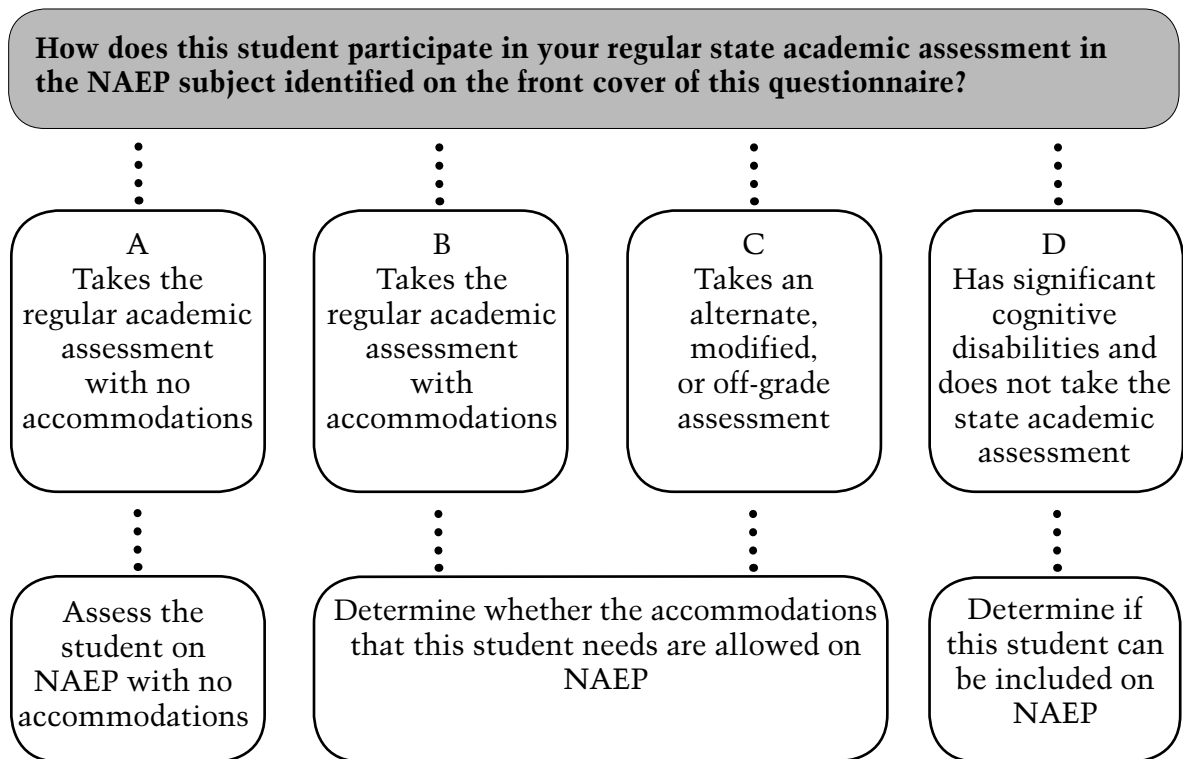
GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with 504 Plans.

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

SD DECISION TREE



Please answer the questions on pages 4–7 about this student and return the completed questionnaire to the person in your school who is coordinating NAEP activities.

Thank you very much for your help!

1. Why is this student classified as SD? (Fill in **one** oval.)

- Ⓐ The student has a disability and has an IEP. (Continue)
- Ⓑ The student has a Section 504 Plan. (Continue)
- Ⓒ The student has a disability, but the student's IEP or 504 Plan is in process and/or the student's status is unclear. (Continue)
- Ⓓ The student has an IEP because he/she is classified as gifted and talented. (Do not complete this questionnaire. Return it to the person coordinating NAEP at your school.)

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of this subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject refer to local testing or instructional practice.

2. How does this student participate in your regular state academic assessment in the NAEP subject identified on the front cover of this questionnaire? (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment **with no accommodations**. → *Skip to page 7 and answer questions 7–9.*
- Ⓑ This student takes the regular academic assessment **with accommodations**. → *Go to pages 5, 6, and 7 and answer questions 3–9.*
- Ⓒ This student **takes an alternate, modified, or off-grade** state academic assessment. → *Go to pages 5, 6, and 7 and answer questions 3–9.*
- Ⓓ This student has **significant cognitive disabilities** which prevent him/her from taking the state academic assessment. → *Skip to page 6 and answer question 6. Then complete page 7.*

3. Which accommodations does this student receive for your state's assessment in the NAEP subject identified on the front cover of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state's assessment in the NAEP subject indicated on the front cover of this questionnaire. If the student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives in local testing or in instruction.

This Student	A Accommodations student receives on state assessment in NAEP subject	COLUMN B Are these accommodations allowed on NAEP?			COLUMN C If allowed on NAEP, who provides accommodation?
		Reading	Math	Writing	
Presentation Format					
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP practice			NAEP provides
Has directions only signed	<input type="radio"/>	Y	Y	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	N	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y	School provides
Response Format					
Responds in sign language	<input type="radio"/>	Y	Y	N	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	N	School provides
Tape records answers	<input type="radio"/>	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	School provides
		Spell/grammar check not allowed			
Uses a template to respond	<input type="radio"/>	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice.			NA
Setting Format					
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test one-on-one	<input type="radio"/>	Y	Y	Y	NAEP provides*
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	Y	School provides
Has test administered by familiar person	<input type="radio"/>	Y	Y	Y	School provides
Timing Accommodations					
Receives extended time	<input type="radio"/>	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	N	NA
Other Accommodations					
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	N	N	N	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	N	N	N	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	<input type="radio"/>	N	N	N	NA
Receives other accommodations	<input type="radio"/>				

NA = not applicable

*NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*

Ⓑ No. → *Answer question 5 below.*

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*

Ⓑ No. This student should not be assessed on NAEP. → *Skip to page 7.*

6. If the student is excluded from the state assessment, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 5? (Fill in **one** oval.)

Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

→ *Go to page 7 and answer questions 7, 8, and 9.*

Ⓑ No. This student should not be assessed on NAEP.

→ *Go to page 7 and answer questions 7, 8, and 9.*

7. Which of the following describes this student's identified disability(ies)? **(Fill in all ovals that apply.)**

- ☐ A Specific learning disability
 - ☐ B Hearing impairment/deafness
 - ☐ C Visual impairment/blindness
 - ☐ D Speech or language impairment
 - ☐ E Mental retardation
 - ☐ F Emotional disturbance
 - ☐ G Orthopedic impairment
 - ☐ H Traumatic brain injury
 - ☐ I Autism
 - ☐ J Developmental delay (age 9 or younger)
 - ☐ K Other health impairment
 - ☐ L Other (specify)
-


8. What is the degree of this student's disability(ies)?

- ☐ A Profound/Severe
- ☐ B Moderate
- ☐ C Mild

9. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

- ☐ A This student is currently not receiving instruction in this subject.
- ☐ B At or above grade level
- ☐ C One year below grade level
- ☐ D Two or more years below grade level
- ☐ E I don't know.





2007 English Language Learner (ELL) Questionnaire

Cover to come from Pearson



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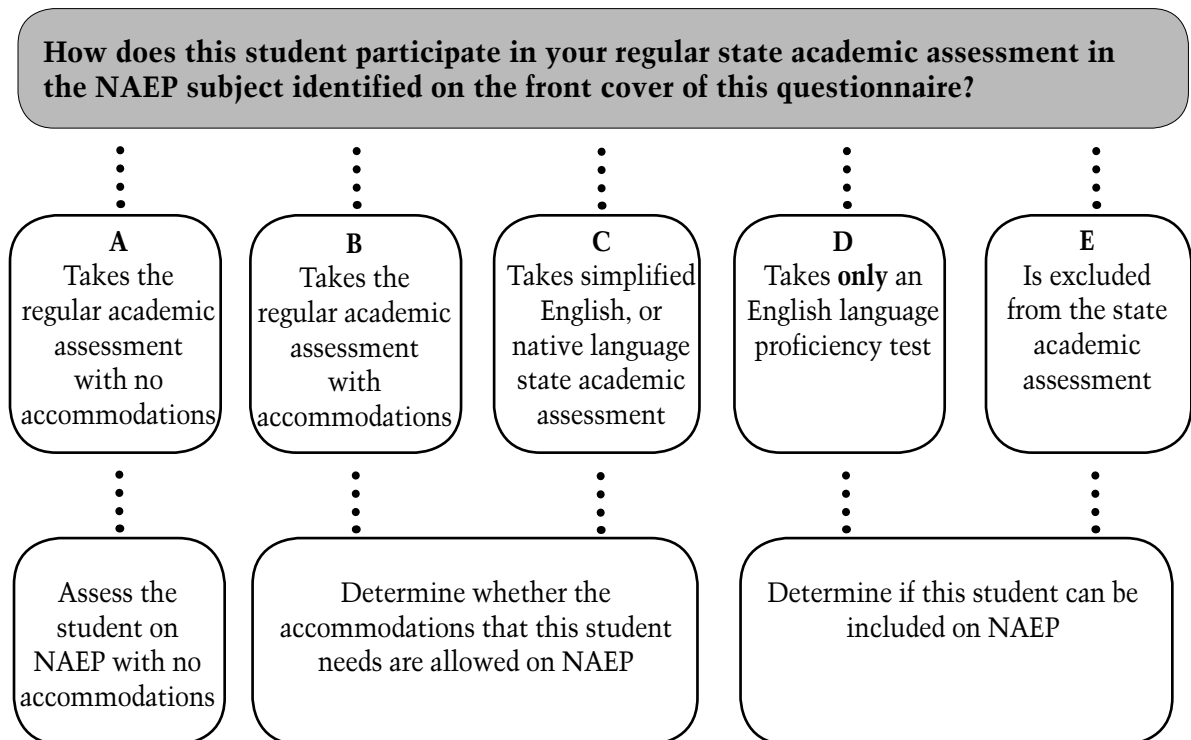
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GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

ELL DECISION TREE



Please answer the questions on pages 4–7 about this student and return the completed questionnaire to the person in your school who is coordinating NAEP activities.

Thank you very much for your help!

1. What is this student's first or native language?

Ⓐ Spanish

Ⓑ Other language (specify) _____

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of the subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject, refer to local testing or instructional practice.

2. How does this student participate in your regular state academic assessment in the NAEP subject identified on the front cover of this questionnaire? (Fill in **one** oval.)

Ⓐ This student takes the regular academic assessment **with no accommodations**. → *Skip to page 7 and answer questions 7–9.*

Ⓑ This student takes the regular academic assessment **with accommodations**. → *Go to pages 5, 6, and 7 and answer questions 3–9.*

Ⓒ This student **takes simplified English or native language** state academic assessment. → *Go to pages 5, 6, and 7 and answer questions 3–9.*

Ⓓ This student takes only an **English language proficiency test**. → *Skip to page 6 and answer question 6. Then complete page 7.*

Ⓔ This student is **excluded** from the state academic assessment. → *Skip to page 6 and answer question 6. Then complete page 7.*

3. Which accommodations does this student receive on the state assessment of the NAEP subject identified on the front cover of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state's assessment in the NAEP subject indicated on the front cover of this questionnaire. If the student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives for local testing or instruction.

This Student	Accommodations student receives on state assessment in NAEP subject	COLUMN B			If allowed on NAEP, who provides accommodation?
		Are these accommodations allowed on NAEP?	Reading	Math	
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP Practice			NAEP provides
Has directions only read aloud in native language	<input type="radio"/>	N	Y*	N	†Spanish/English Only
Has test materials read aloud in native language	<input type="radio"/>	N	Y*	N	†Spanish/English Only
Uses a bilingual version of the booklet	<input type="radio"/>	N	Y	N	NAEP provides (Spanish/English Only)
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	N	Y	Y	School provides
Has occasional words or phrases read aloud in English	<input type="radio"/>	N	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	<input type="radio"/>	N	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	N	NA
Takes the test in a small group (5 or fewer)	<input type="radio"/>	Y	Y	Y	NAEP provides**
Takes the test one-on-one	<input type="radio"/>	Y	Y	Y	NAEP provides**
Receives preferential seating	<input type="radio"/>	Y	Y	Y	School provides
Has test administered by familiar person	<input type="radio"/>	Y	Y	Y	School provides
Receives extended time	<input type="radio"/>	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	NAEP provides
Takes test session over several days	<input type="radio"/>	N	N	N	NA
Receives other accommodations	<input type="radio"/>				

NA = Not applicable

* Spanish only and only permissible when a Spanish/English bilingual booklet is used.

**NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

† NAEP provides written directions in the bilingual booklets for students to read. Instructions in Spanish are provided for a bilingual, school-provided interpreter to read aloud to the student, if required.

Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in **one** oval.)

Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to page 7.*

Ⓑ No. → *Answer question 5 below.*

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in **one** oval.)

Ⓐ Yes. This student should be assessed with only the accommodations allowed on NAEP. → *Skip to page 7.*

Ⓑ No. This student should not be assessed on NAEP. → *Skip to page 7.*

6. If the student is assessed with only an English language proficiency test, or is excluded from the state assessment, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 5? (Fill in **one** oval.)

Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

→ *Go to page 7 and answer questions 7, 8, and 9.*

Ⓑ No. This student should not be assessed on NAEP.

→ *Go to page 7 and answer questions 7, 8, and 9.*

7. Including the current school year, how long has this student been receiving academic instruction primarily **in English**?

- ☐ Ⓐ This student does not receive academic instruction primarily in English.
- ☐ Ⓑ Less than 1 year
- ☐ Ⓒ 1 to 2 years
- ☐ Ⓓ 2 to 3 years
- ☐ Ⓔ 3 years or more
- ☐ Ⓕ I don't know.

8. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

- ☐ Ⓐ This student is currently not receiving instruction in this subject.
- ☐ Ⓑ At or above grade level
- ☐ Ⓒ One year below grade level
- ☐ Ⓓ Two or more years below grade level
- ☐ Ⓔ I don't know.

9. How would you characterize this student's English Proficiency? (Fill in **one** oval in each row.)

	ELL advanced	ELL intermediate	ELL beginning	No Proficiency	I don't know.	
a. Listening comprehension in English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188374
b. Speaking English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188375
c. Reading English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188385
d. Writing English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188388

